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ABSTRACT

The booklet for parents of 5-year-old children is explained to have been developed by a Title III project to help identify and remediate early learning disabilities. The booklet provided guidelines for readying the child for school and includes a listing of characteristics of the 5-year-old, suggestions for good physical health, educational suggestions (such as providing varied experiences), a checklist of specific skills (such as giving first and last name) needed by the child, guidelines for the child's expanding world (such as teaching the child polite behavior in public places), and suggestions for healthy emotional development. Briefly described are the Title III project's three phases: contracting and screening all 5-year-olds in the school district, implementing special classes for identified children, and development by the children of packets designed to reinforce learning through home experiences during the summer. Also provided are listings of Title III staff, of elementary schools in the district, of community resources, and of the manuscript alphabet. (DB)

Your Child And You

ED 089506

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YOUR CHILD

AND

YOU

A Title III ESEA Publication
Helping Eliminate Early Learning Disabilities
(H E E L D)
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The booklet, YOUR CHILD AND YOU, has been written to help you get your child ready for his first year of school. Each child begins to prepare for school the day he is born. You are his first teacher. His experiences at home can increase his chances for success in school.

The school realizes that teaching a child is a big job and we need your help. You are an important member of our team. It is work, but much of it is fun.

A whole life lies ahead for your child. You and the school have the tools to guide him toward a happy and successful life.

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with jealousy,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

— *Dorothy Law Nolte*

WHAT I AM LIKE AT FIVE YEARS OF AGE

I use my large muscles for running, jumping and climbing.

I am gaining more control of smaller muscles.

I cannot sit still too long.

I tire easily, especially in larger groups.

I am subject to communicable diseases.

I want to play and work in small groups.

I am willing to accept more responsibility for myself.

I am pleased with what I accomplish.

I am becoming more cooperative and helpful.

I am dependent upon adults for approval and guidance.

I am curious and ask questions.

I learn from first hand experiences.

I can follow simple directions.

I use my imagination.

A HEALTHY START

Food plays a big part in your child's life. The well-fed child grows strong and is filled with lots of energy to work and play. He has a better chanch to learn.

A good day starts with breakfast foods like fruit, fruit juices, cereal, toast, milk, and hot chocolate. Since your child is too young to know what he should be eating, it is up to you to make sure he eats healthy foods.

Teeth are affected by what the child eats. Brushing after eating is especially important. Your child should be examined by a dentist before age 5.

Many children cannot use their eyes as adults do. Vision specialists recommend that all children have their first complete vision check at the age of three years.

Adequate rest is also important for good health. Most five year olds need ten to twelve hours sleep each night. Some children still need a nap or rest time.

Suitable clothing for school is clean, comfortable and washable from underwear to outer clothes. Dress your child to suit the weather. Shoes and boots should fit.

Regular attendance is important to your child's progress in school. However, there are times when a child should stay home. A sick child does not learn. If your child has any of the following symptoms he should be kept home:

Temperature of 100° or over	Sore throat
Vomiting	Severe headache
Running nose	Cough
Diarrhea	Earache
Red or discharging eyes	Rashes

Preventing accidents is part of good health. Teach your child traffic safety first. Be sure he knows:

- ☆ how to cross streets safely
- ☆ to be extra careful in bad weather
- ☆ that policemen are friends
- ☆ to avoid talking or riding with strangers
- ☆ to obey safety patrols.

GROWING UP

Physical development plays an important part in your child's ability to learn. You can help him by doing these things:

- Provide experiences that will develop awareness of his physical self.
  - ☆ Teach your child body parts and refer to them by correct names. (Palms, waist, ankles, heels, elbows, eyebrows, etc.)
  - ☆ Help your child to compare his size with spaces. (Will I fit in this box? Can I crawl through the chair legs?)
  - ☆ Help your child to compare his height and weight to other members of the family. (His hand, arm, length, foot, etc.)
  - ☆ Supply space to roll, crawl and explore. (Indoors and outdoors).
  - ☆ Use the words "right" and "left" often when giving directions for putting on shoes and mittens; setting a table; placing objects.

- Provide experiences that will develop large muscle co-ordination.

  - ☆ Walking along a straight line.
  - ☆ Rolling, throwing, catching different sized balls, or bean bags.
  - ☆ Jumping, hopping, and skipping games.
  - ☆ Climbing steps and jumping from the first, second, or third step.
  - ☆ Riding tricycles and scooters.

REMEMBER: Your child likes to do these things *with you*.

- Provide experiences that will develop small muscles co-ordination.

  ☆ Screwing lids on bottles.

  ☆ Putting lids on pans.

  ☆ Putting nuts on bolts.

  ☆ Stacking canned foods or blocks.

  ☆ Hammering — Pound-a-peg.

  ☆ Stringing beads, buttons, macaroni.

  ☆ Puzzles — begin with 6-piece puzzle.

  ☆ Buttoning shirts.

  ☆ Zipping zippers.

  ☆ Lacing and tying shoes.

  ☆ Supply your child with paper, pencils, crayons, blunt scissors, paste, clay, scrap materials. A large piece of butcher paper or a grocery sack allow freedom of movement.

- Provide experiences to develop eye coordination.

  - ☆ Have your child look for objects of different colors, shapes, sizes and materials. Then have him show them to you.

  - ☆ Dot to dot pictures.

  - ☆ Hidden object puzzles.

  - ☆ Tracing objects.

  - ☆ Simple lacing or sewing cards.

  - ☆ Cutting pictures from newspapers and magazines.

  - ☆ When reading to your child, let your hand direct his eyes to the place where you are reading. always use a movement from left to right.

- Provide experiences to develop ear training.

  - ☆ Listen together for different kinds of sounds — bird sounds, street sounds, sounds of work and play, soft or loud sounds, sounds near or far away.

  - ☆ Listen to records as a family.

  - ☆ Teach nursery rhymes.

  - ☆ Sing simple songs together.

  - ☆ Read to your child every day — stories, poems, newspapers.

  - ☆ Give your child directions to follow — begin with simple ones.

- Encourage good speech habits.

  - ☆ Set an example of clear, accurate speech. Avoid baby talk.
  - ☆ Give your child time to talk to you about anything and everything that interests him. LISTEN to him.
  - ☆ As you work, talk to him about what you are doing, the tools you are using, and why you are doing it.
  - ☆ Teach him names for things. Use correct terms.

Develop your child's use of his senses of taste, touch and smell.

- ☆ Give him new foods to taste with the idea "it's fun to try".
- ☆ Let him feel things, then talk about them. (Did it feel the way you thought it would feel? Was it soft? smooth?)
- ☆ Let him smell new things, then talk about them. (Does it smell good? bad? Does it smell like anything else?)

A GROWING MIND

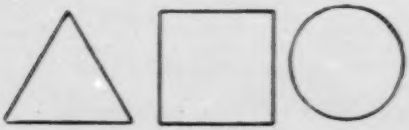
Your five year old is beginning to mature mentally, as well as physically. He is curious and needs answers to his questions. He is beginning to think and to reason. His thoughts are becoming organized and are being expressed in words. Words are used to identify and solve problems, to acquire skills. They are a way of expressing and using his imagination. Understanding and applying words and ideas are essential to gaining knowledge.

The following check list includes some of the many things your child should be learning to do now.

Can your child:	YES	NO
1. Give his first and last name?	_____	_____
2. Tell what he wants or needs?	_____	_____
3. Talk in sentences?	_____	_____
4. Construct a simple building with blocks?	_____	_____
5. Sing songs?	_____	_____
6. Repeat simple rhymes?	_____	_____
7. Draw and color, beyond a simple scribble?	_____	_____
8. Pay attention to a short story when it is read and answer simple questions about it?	_____	_____
9. Repeat a series of 4 numbers without practice, such as, "say after me 5-1-4-3"?	_____	_____
10. Repeat short sentences if you say them once?	_____	_____
11. Name things when you point to them? (Coins, clothing, parts of body, animals, furniture, letters of the alphabet)	_____	_____

Can your child:	Yes	No
12. Remember instructions and carry out 2 or 3 simple errands or tasks in the home after being told once? (Pick up the book. Bring the pencil. Close the door.)	_____	_____
13. Tell you about simple words like bicycle, apple, gum, shoe, hammer, water, shirt, horse?	_____	_____
14. Count from 1 to 10?	_____	_____
15. Count five objects?	_____	_____
16. Put together a simple puzzle of 3 to 6 pieces?	_____	_____
17. Tell what parts are missing if you draw a stick picture of a person and leave out an arm or leg?	_____	_____
18. Supply the last word to all of the following statements?		
Mother is a "woman", Father is a _____.	_____	_____
A fire is "hot"; An ice cube is _____.	_____	_____
A plane goes "fast"; A turtle goes _____.	_____	_____
19. Draw or copy this square?	_____	_____

Can your child:	Yes	No
20. Name these drawings correctly? a triangle, a square, a circle	_____	_____



21. Tell how many feet he has?	_____	_____
22. Tell how many ears a dog has?	_____	_____
23. Tell which goes faster, a motorcycle or a bicycle?	_____	_____
24. Tell what or where meat comes from?	_____	_____
25. Tell what a key is for?	_____	_____
26. Tell what his eyes are used for?	_____	_____
27. Tell what his ears are used for?	_____	_____
28. Tell the names of eight colors that you point out? (Red, yellow, blue, green, orange, purple, brown, black.)	_____	_____
29. Tell in what way a sweater, shoe and hat are the same?	_____	_____
30. Do you have books, magazines and newspapers in your home that your child looks at?	_____	_____
31. Does your child pretend to read?	_____	_____

GROWING OUT

Your child's world has been his family. Here he has learned to think of himself as an individual, either as a boy or as a girl. He is a big, special part of your life. Let him know that!

- ☆ Build his security and his assurance of your love through firm, fair and consistent discipline.
- ☆ Give him small jobs to do at home to increase his feelings of importance and responsibility.
- ☆ Provide opportunities to make choices only when you can accept the results.

Your child's interests are growing beyond the family but he still needs your guidance. Don't forget your child imitates you so set a good example.

- ☆ Teach him to use words like "Please" and "Thank you".
- ☆ Give him opportunities to play with children his own age.
- ☆ Help him to meet and talk with adults outside of his family.
- ☆ Teach him simple rules concerning such things as fire safety and littering.

Part of his widening world is to visit fun places. You may need extra time to answer "What's that?" and "Why?" as you visit the:

- ☆ library
- ☆ airport
- ☆ parks
- ☆ museum
- ☆ barber shop
- ☆ hardware store
- ☆ grocery store
- ☆ drug store
- ☆ bakery
- ☆ laundry
- ☆ gas station
- ☆ post office

Teach your child polite behavior in public places. Don't forget that *you* make the difference. Helping you do your errands is a way of learning about his world.

Build your child's eagerness for the big step to school.

☆ Talk about pleasant school experiences with him.

☆ Visit school with him in the spring.

☆ Show him the shortest, safest route to school so he can go by himself.

GROWING WITHIN

Your child is learning to control his feelings. He has time of joy, fear, worry and other emotions just as you do. His behavior varies from good to less than good. Praise him when you catch him being good.

Children have strong points as well as weak points. Let your child know you are proud of his efforts. Don't worry about his mistakes. Making mistakes is human. Your child should know you make them, too.

How your child feels about himself affects his relationships with other people and his ability to learn. He needs to like himself. This is one of your most important jobs as a parent.

- ☆ Permit your child to do things for himself.
- ☆ Provide successful experiences — make sure they are within his abilities.
- ☆ Withdraw approval of undesirable behavior but *never* withhold your love.
- ☆ Allow plenty of time when working with your child. Be patient.
- ☆ Accept and enjoy him as he is.
- ☆ Remember, what you *do* is more important than what you *say*.

Watching your child grow will be a rewarding experience.

IS YOUR CHILD READY?

YOUR CHILD AND YOU has given you definite suggestions of things to do to ready your child for school. Each child is an individual and grows at his own rate. Some may be more mature physically, others more advanced emotionally, socially, or mentally. Few children are equally ready in all these areas.

The school's job is now beginning and we welcome and need your help. Together we are shaping your child's future.

THE TITLE III PROJECT AND ITS OBJECTIVES

The Title III project in District 6 is designed to increase chances for school success for a selected group of 105 five year olds. Money for the project comes from the Federal government and is allocated to districts which have a definite educational plan to meet needs of children. This program has no connection with existing "head start" programs, day care centers, or the Community Action Council.

The project is designed in four phases. The first phase includes contact with all parents of five year olds in the district. The purpose of these contacts is to inform all parents of the details and direction of the program. During the second part of this phase, teachers and aides will visit all homes to get acquainted with and administer the tests necessary to complete the screening process. Testing, evaluation of results, and class participant selection will be completed by January 10. Another important part of the phase is to provide this Handbook for the parent and discuss its use throughout the project until the child enters first grade.

The second phase of the project will be the in-class program in community centers. These centers will be located as closely as possible to where children live. During this phase, children's needs will be carefully studied, and the material to be taught in the classes will be specifically planned to meet the needs of children. Children will be taught a variety of physical skills, including visual perception, that relate directly to school achievement. A planned program of language development, and skills basic to beginning successfully in reading and arithmetic will also be included.

During the third part of the program, the summer immediately before entering first grade, the children completed summer "take-home" packets. These packets were prepared by the staff to reinforce individual learning that occurred during the program year. The packets were completed under the direction of parents. At two stages of completion the children were given a reward.

The fourth and final phase will be the entrance of the five year olds, now six, in the fall as first graders.

Close communication between the home and the class will be encouraged. Parent groups will meet regularly in each attendance area, and will be open to all parents of five year olds in the district. Through this means all parents will be kept continually aware of progress in the program, and of ways in which both parents and teachers can be more effective as team members to insure a successful school experience for all five year olds.

This handbook is designed for all parents of five year olds. It will be a helpful tool for use with all pre-school children. This book will be used as a basic outline for the parent study groups.

If you have any questions regarding this project, please call the project coordinator, Mrs. Jean Nelson, at Richardson School, 664-1281, or the Title III project director, Mr. William Brewster, 664-3341.

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SCHOOL DISTRICT 6 ELEMENTARY SCHOOLS

CENTRAL POINT ELEMENTARY
450 S. 4th St.
Central Point, Ore.
Principal: Charles Frisk
Secretary: Mrs. Mary Colley — Phone 664-1226

JEWETT ELEMENTARY
1001 Manzanita St.
Central Point, Ore.
Principal: Allen W. Hill
Secretary: Mrs. Barbara Olson — Phone 664-1236

RICHARDSON ELEMENTARY
200 West Pine St.
Central Point, Ore.
Principal: George Johns
Secretary: Mrs. Gwenn Snook — Phone 664-1281

PATRICK ELEMENTARY
1500 2nd Ave.
Gold Hill, Ore.
Principal: Gilbert Mack
Secretary: Mrs. Marlene Pearson — Phone 855-1666

SAMS VALLEY ELEMENTARY
14235 Table Rock Road
Central Point, Ore.
Principal: Roland Griffith
Secretary: Mrs. Ruth Straus — Phone 826-2469

COMMUNITY RESOURCES

Jackson County

Family and Child Guidance Clinic 779-8650

- ☆ Marriage & Family counseling
- ☆ Child guidance
- ☆ Service to parents of retarded children
- ☆ Help with personal problems
- ☆ IED Speech and Hearing screening

Health Department 779-2330

- ☆ Immunizations, Tuberculosis tine tests
- ☆ Communicable disease, diagnosing, isolation instructions
- ☆ School health (dental, vision and hearing)
- ☆ Home visits
- ☆ Family planning information

Agricultural & Home Economics

Extension Service 773-8215

- ☆ Homemaker Study Groups
- ☆ Homemaking and gardening information
- ☆ "Specially for you", a newsletter for the young homemaker

Rogue Speech and Hearing Center 772-9836

- ☆ Speech and Hearing Screening

Central Point School District #6

District Office 664-3341

Title III ESEA Office 664-1281

Our school offices will be glad to help you at any time.

HANDWRITING

If your child shows a desire to learn to write, and if you wish to help him, please follow the upper and lower case letter forms shown here. It would be helpful if each child could be taught to write his name with the first letter a capital and the others in lower case form.

Please see that they follow the direction of the small arrows when learning to form the letters.